



June 2008

**DEPARTMENT OF EDUCATION**  
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 5

Test Date: March 2008  
Code: 12091532  
SAU: MSAD 15  
School: Burchard A Dunn School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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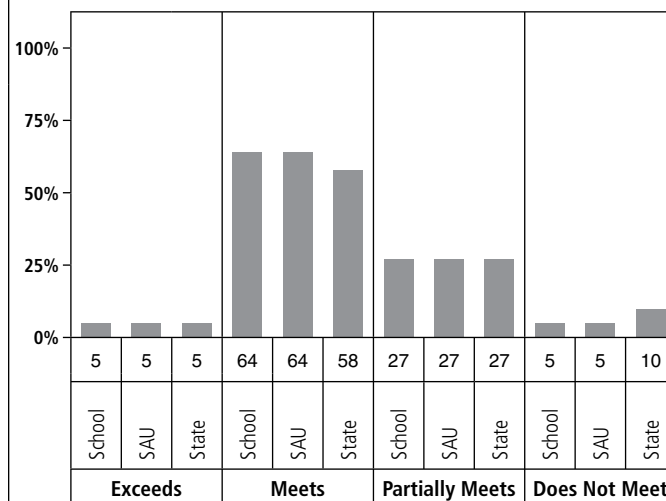
# SUMMARY OF SCORES

Test Date: March 2008  
Grade: 5  
SAU: MSAD 15  
School: Burchard A Dunn School

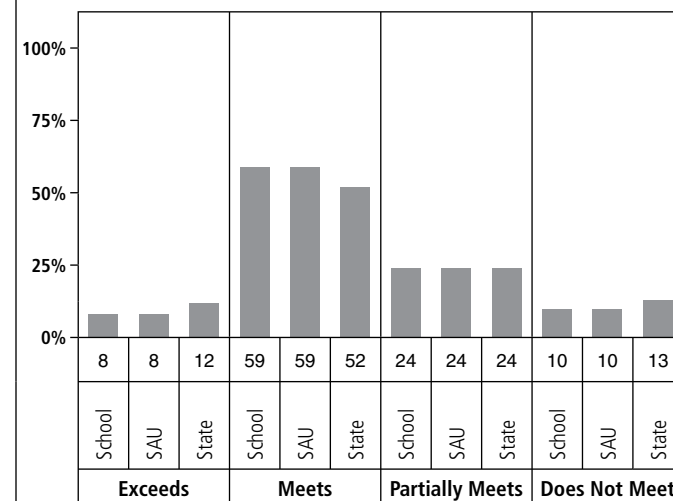
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2005–2006	546	546	544
2006–2007	545	545	544
<b>2007–2008</b>	<b>546</b>	<b>546</b>	<b>545</b>
Cum. Avg. *	546	546	544
<b>Mathematics</b>			
2005–2006	545	545	543
2006–2007	545	544	546
<b>2007–2008</b>	<b>546</b>	<b>546</b>	<b>546</b>
Cum. Avg. *	545	545	545
<b>ELA – Writing</b>			
2005–2006			
2006–2007	543	543	541
<b>2007–2008</b>	<b>537</b>	<b>537</b>	<b>538</b>
Cum. Avg. *			

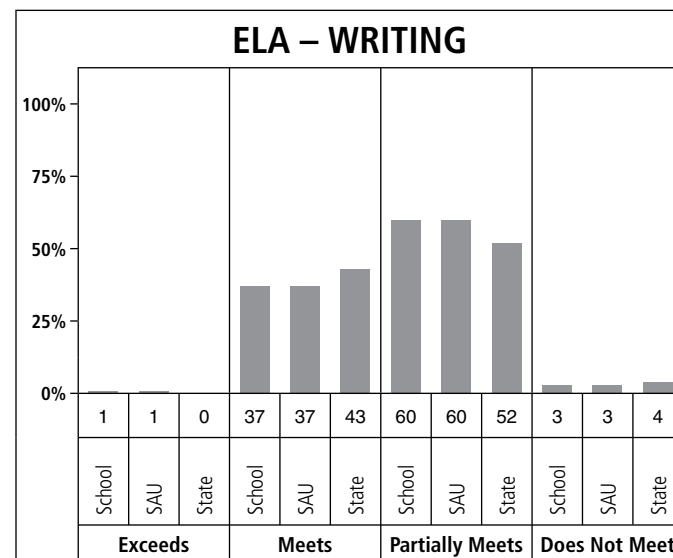
## ELA – READING



## MATHEMATICS



## ELA – WRITING



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008  
Grade: 5  
SAU: MSAD 15  
School: Burchard A Dunn School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																	
	School		SAU		State		ELA-Reading						Mathematics											
							School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Total number of students</b>	132	100	132	100	14240	100	131	99	131	99	14157	100	131	99	131	99	14156	100					131	99
<b>Ethnicity</b> African American/Black	1	1	1	1	404	3	1	100	1	100	396	98	1	100	1	100	398	99					1	100
American Indian or Native Alaskan	0	0	0	0	118	1	0	0	0	0	118	100	0	0	0	0	118	100					0	0
Asian or Pacific Islander	1	1	1	1	201	1	1	100	1	100	199	99	1	100	1	100	199	99					1	100
Hispanic	1	1	1	1	178	1	1	100	1	100	170	97	1	100	1	100	174	99					1	100
Caucasian/White	129	98	129	98	13339	94	128	99	128	99	13274	100	128	99	128	99	13267	100					128	99
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0					0	0
<b>Identified disability</b>	22	17	22	17	2555	18	21	95	21	95	2528	99	22	100	22	100	2526	99					21	95
<b>Current LEP</b>	0	0	0	0	337	2	0	0	0	0	328	97	0	0	0	0	334	99					0	0
<b>Economically disadvantaged</b>	40	30	40	30	5574	39	39	98	39	98	5528	99	40	100	40	100	5531	99					39	98
<b>Migrant</b>	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100					0	0

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics												ELA-Writing					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	97	73	97	73	11042	78	96	73	96	73	11006	77							97	73	97	73	11127	78
Identified disability (PET/IEP)	1	1	1	1	396	4	1	1	1	1	404	4							1	1	1	1	447	4
LEP	0	0	0	0	144	1	0	0	0	0	141	1							0	0	0	0	147	1
504 plan	1	1	1	1	134	1	1	1	1	1	133	1							1	1	1	1	136	1
<b>Participation with accommodations</b>	34	26	34	26	2974	21	35	27	35	27	3014	21							34	26	34	26	2845	20
Identified disability (PET/IEP)	20	59	20	59	1996	67	21	60	21	60	1986	66							20	59	20	59	1925	68
LEP	0	0	0	0	175	6	0	0	0	0	189	6							0	0	0	0	172	6
504 plan	3	9	3	9	76	3	3	9	3	9	77	3							3	9	3	9	74	3
Other	11	32	11	32	766	26	11	31	11	31	801	27							11	32	11	32	710	25
<b>Participation through alternate assessment (PAAP)</b>	0	0	0	0	136	1	0	0	0	0	136	1							0	0	0	0	135	1
Identified disability (PET/IEP)	0	0	0	0	136	100	0	0	0	0	136	100							0	0	0	0	135	100
LEP	0	0	0	0	4	3	0	0	0	0	4	3							0	0	0	0	4	3
504 plan	0	0	0	0	1	1	0	0	0	0	1	1							0	0	0	0	1	1
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	5	0																		
<b>Approved non-participation – special consideration</b>	0	0	0	0	19	0	0	0	0	0	23	0							0	0	0	0	27	0
<b>Non-participation – other</b>	1	1	1	1	64	0	1	1	1	1	61	0							1	1	1	1	106	1

<sup>1</sup> Percents are the percentage of students enrolled in each participation category.

<sup>2</sup> Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup> Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2008  
Grade: 5  
SAU: MSAD 15  
School: Burchard A Dunn School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 561–580)	2005-2006	7	5	7	5	721	5
	2006-2007	5	4	5	4	702	5
	<b>2007-2008</b>	<b>6</b>	<b>5</b>	<b>6</b>	<b>5</b>	<b>659</b>	<b>5</b>
	Cum. Total*	18	4	18	4	2082	5
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 541–560)	2005-2006	97	63	96	62	7571	53
	2006-2007	69	56	69	56	7730	55
	<b>2007-2008</b>	<b>84</b>	<b>64</b>	<b>84</b>	<b>64</b>	<b>8195</b>	<b>58</b>
	Cum. Total*	250	61	249	61	23496	56
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 531–540)	2005-2006	44	29	44	29	4343	30
	2006-2007	42	34	43	35	4182	30
	<b>2007-2008</b>	<b>35</b>	<b>27</b>	<b>35</b>	<b>27</b>	<b>3800</b>	<b>27</b>
	Cum. Total*	121	30	122	30	12325	29
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 500–530)	2005-2006	6	4	7	5	1628	11
	2006-2007	7	6	7	6	1419	10
	<b>2007-2008</b>	<b>6</b>	<b>5</b>	<b>6</b>	<b>5</b>	<b>1362</b>	<b>10</b>
	Cum. Total*	19	5	20	5	4409	10

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Total Reading Cluster</b>	<b>48</b>	<b>100</b>	30.0	62.5	30.0	62.5	29.2	60.8
<b>Literary Text</b>	<b>24</b>	<b>50</b>	15.1	62.9	15.1	62.9	15.0	62.5
<b>Informational Text</b>	<b>24</b>	<b>50</b>	14.9	62.1	14.9	62.1	14.2	59.2

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2008  
Grade: 5  
SAU: MSAD 15  
School: Burchard A Dunn School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	131	6	5	84	64	35	27	6	5	546	131	5	64	27	5	546	14016	5	58	27	10	545
<b>Ethnicity</b>																						
African American/Black	1										1						388	1	39	34	26	538
American Indian or Native Alaskan	0										0						116	0	44	45	11	541
Asian or Pacific Islander	1										1						197	5	64	23	8	546
Hispanic	1										1						167	2	47	37	14	542
Caucasian/White	128	5	4	83	65	34	27	6	5	546	128	4	65	27	5	546	13148	5	59	27	9	545
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	21	1	5	10	48	9	43	1	5	545	21	5	48	43	5	545	2392	0	26	42	31	536
No	110	5	5	74	67	26	24	5	5	546	110	5	67	24	5	546	11624	6	65	24	5	547
<b>Current LEP</b>																						
Yes	0										0						319	1	36	34	29	537
No	131	6	5	84	64	35	27	6	5	546	131	5	64	27	5	546	13697	5	59	27	9	545
<b>Economically disadvantaged</b>																						
Yes	39	0	0	22	56	14	36	3	8	543	39	0	56	36	8	543	5454	2	48	35	15	541
No	92	6	7	62	67	21	23	3	3	547	92	7	67	23	3	547	8562	7	65	22	6	547
<b>Migrant</b>																						
Yes	0										0						5	0	100	0	0	549
No	131	6	5	84	64	35	27	6	5	546	131	5	64	27	5	546	14011	5	58	27	10	545
<b>Gender</b>																						
Female	62	5	8	43	69	12	19	2	3	547	62	8	69	19	3	547	6766	7	62	24	8	546
Male	69	1	1	41	59	23	33	4	6	544	69	1	59	33	6	544	7250	3	56	30	12	543
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	14	0	0	5	36	7	50	2	14	538	14	0	36	50	14	538	1751	1	35	44	21	538
No	117	6	5	79	68	28	24	4	3	547	117	5	68	24	3	547	12265	5	62	25	8	546
<b>Gifted/talented program</b>																						
Yes	10	3	30	7	70	0	0	0	0	558	10	30	70	0	0	558	464	27	71	2	1	557
No	121	3	2	77	64	35	29	6	5	545	121	2	64	29	5	545	13552	4	58	28	10	544

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA–READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 5

SAU: MSAD 15

School: Burchard A Dunn School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
<b>How much homework do you do on school nights?</b> A. none B. less than one hour C. one to two hours D. more than two hours	2 77 20 1	0 3 3 0	0 3 12 0	2 66 15 0	67 67 58 0	1 27 6 0	33 27 23 0	0 3 2 1	0 3 8 100	545 546 547 530	2 77 20 1	0 3 12 0	67 67 58 0	33 27 23 0	0 3 8 100	545 546 547 530	5 66 26 2	2 5 5 3	42 60 61 42	34 27 26 32	22 9 8 23	540 545 546 540
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b> A. The questions on the test match what I have learned in reading class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	22 65 9 4	1 5 0 0	3 6 0 0	19 56 6 2	66 67 55 40	9 18 5 2	31 21 45 40	0 5 0 1	0 6 0 20	547 547 542 538	22 65 9 4	3 6 0 0	66 67 55 40	31 21 45 40	0 6 0 20	547 547 542 538	31 55 11 3	7 4 2 1	63 61 42 30	23 27 37 38	7 8 19 31	547 545 540 536
<b>Which of the following best describes how you rate yourself as a student in reading?</b> A. very good B. good C. fair D. poor	27 56 14 2	3 3 0 0	9 4 0 0	27 48 6 1	77 67 33 33	5 17 11 1	14 24 61 33	0 4 1 1	0 6 6 33	550 545 541 541	27 56 14 2	9 4 0 0	77 67 33 33	14 24 61 33	0 6 6 33	550 545 541 541	30 53 15 2	10 3 1 0	68 59 41 23	16 29 40 38	6 9 18 39	549 544 539 534
<b>How difficult was the reading part of this test?</b> A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	18 67 16	0 4 2	0 5 10	12 59 12	52 69 60	10 19 5	43 22 25	1 4 1	4 5 5	542 547 546	18 67 16	0 5 10	52 69 60	43 22 25	4 5 5	542 547 546	17 67 16	3 5 6	45 62 59	32 26 26	19 7 9	541 546 545
<b>How difficult were the reading passages on this test?</b> A. Most of the passages were more difficult than what I normally read. B. Most of the passages were about the same as what I normally read. C. Most of the passages were easier than what I normally read.	11 54 35	0 3 3	0 4 7	6 44 32	43 64 73	7 18 8	50 26 18	1 4 1	7 6 2	540 546 548	11 54 35	0 4 7	43 64 73	50 26 18	7 6 2	540 546 548	13 56 31	1 3 9	33 60 68	42 29 18	25 8 6	537 545 548
<b>How much time do you spend reading at home each day?</b> A. more than one hour B. 20 minutes to an hour C. less than 20 minutes D. I rarely read at home.	25 70 2 3	2 4 0 0	6 4 0 0	23 57 2 1	72 63 67 25	6 26 0 2	19 29 0 50	1 3 1 1	3 3 33 25	548 546 543 540	25 70 2 3	6 4 0 0	72 63 67 25	19 29 0 50	3 3 33 25	548 546 543 540	18 56 12 13	8 5 2 1	64 62 50 44	20 25 32 38	8 7 15 17	547 546 542 540
<b>How many pages do you read in school and to complete homework assignments?</b> A. five or fewer pages B. six to ten pages C. eleven or more pages	21 22 57	2 1 3	8 4 4	12 17 45	48 65 66	11 7 15	44 27 22	0 1 5	0 4 7	547 545 546	21 22 57	8 4 4	48 65 66	44 27 22	0 4 7	547 545 546	26 28 47	3 3 7	51 59 63	32 28 23	14 9 7	542 544 546
<b>Optional school/SAU question</b> A. B. C. D.	100 0 0 0	0    	0    	0    	0    	1    	100    	0    	0    	538    	100 0 0 0	0    	0    	100    	0    	538    	    	    	    	    	    	    

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

N = Number

# MATHEMATICS RESULTS

Test Date: March 2008  
Grade: 5  
SAU: MSAD 15  
School: Burchard A Dunn School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 561–580)	2005-2006	9	6	9	6	1415	10
	2006-2007	9	7	9	7	1711	12
	<b>2007-2008</b>	<b>10</b>	<b>8</b>	<b>10</b>	<b>8</b>	<b>1617</b>	<b>12</b>
	Cum. Total*	28	7	28	7	4743	11
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 541–560)	2005-2006	85	55	85	55	6503	45
	2006-2007	65	53	65	52	6778	48
	<b>2007-2008</b>	<b>77</b>	<b>59</b>	<b>77</b>	<b>59</b>	<b>7284</b>	<b>52</b>
	Cum. Total*	227	56	227	56	20565	49
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 529–540)	2005-2006	48	31	48	31	3945	28
	2006-2007	28	23	29	23	3884	28
	<b>2007-2008</b>	<b>31</b>	<b>24</b>	<b>31</b>	<b>24</b>	<b>3341</b>	<b>24</b>
	Cum. Total*	107	26	108	26	11170	26
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 500–528)	2005-2006	12	8	12	8	2434	17
	2006-2007	21	17	21	17	1683	12
	<b>2007-2008</b>	<b>13</b>	<b>10</b>	<b>13</b>	<b>10</b>	<b>1778</b>	<b>13</b>
	Cum. Total*	46	11	46	11	5895	14

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	9.0	60.0	9.0	60.0	9.0	60.0
Cluster 2: Shape and Size	14	29	7.9	56.4	7.9	56.4	7.5	53.6
Cluster 3: Mathematical Decision Making	5	10	1.9	38.0	1.9	38.0	2.2	44.0
Cluster 4: Patterns	14	29	8.6	61.4	8.6	61.4	8.4	60.0

- Cluster 1: Numbers and Operations**  
A. Numbers and Number Sense  
B. Computation  
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**  
E. Geometry  
F. Measurement
- Cluster 3: Mathematical Decision Making**  
C. Data Analysis and Statistics  
D. Probability
- Cluster 4: Patterns**  
G. Patterns, Relations, and Functions  
H. Algebra Concepts  
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 5  
 SAU: MSAD 15  
 School: Burchard A Dunn School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	131	10	8	77	59	31	24	13	10	546	131	8	59	24	10	546	14020	12	52	24	13	546
<b>Ethnicity</b>																						
African American/Black	1										1						392	5	33	32	31	537
American Indian or Native Alaskan	0										0						116	5	42	31	22	540
Asian or Pacific Islander	1										1						198	16	59	15	11	549
Hispanic	1										1						173	5	45	30	20	541
Caucasian/White	128	10	8	75	59	30	23	13	10	546	128	8	59	23	10	546	13141	12	53	24	12	546
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	22	1	5	9	41	8	36	4	18	539	22	5	41	36	18	539	2390	2	29	34	35	534
No	109	9	8	68	62	23	21	9	8	548	109	8	62	21	8	548	11630	13	57	22	8	548
<b>Current LEP</b>																						
Yes	0										0						330	4	36	27	33	536
No	131	10	8	77	59	31	24	13	10	546	131	8	59	24	10	546	13690	12	52	24	12	546
<b>Economically disadvantaged</b>																						
Yes	40	3	8	19	48	13	33	5	13	543	40	8	48	33	13	543	5461	5	46	30	19	541
No	91	7	8	58	64	18	20	8	9	547	91	8	64	20	9	547	8559	16	56	20	9	549
<b>Migrant</b>																						
Yes	0										0						5	0	60	40	0	544
No	131	10	8	77	59	31	24	13	10	546	131	8	59	24	10	546	14015	12	52	24	13	546
<b>Gender</b>																						
Female	62	5	8	38	61	17	27	2	3	548	62	8	61	27	3	548	6767	11	51	24	13	546
Male	69	5	7	39	57	14	20	11	16	545	69	7	57	20	16	545	7253	12	52	23	13	546
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	14	0	0	5	36	6	43	3	21	538	14	0	36	43	21	538	1755	1	37	39	23	538
No	117	10	9	72	62	25	21	10	9	547	117	9	62	21	9	547	12265	13	54	22	11	547
<b>Gifted/talented program</b>																						
Yes	10	3	30	7	70	0	0	0	0	559	10	30	70	0	0	559	464	58	40	2	0	564
No	121	7	6	70	58	31	26	13	11	545	121	6	58	26	11	545	13556	10	52	25	13	545

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 5

SAU: MSAD 15

School: Burchard A Dunn School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	2	0	0	1	33	2	67	0	0	539	2	0	33	67	0	539	5	6	39	29	25	539
B. less than one hour	77	9	9	60	61	21	21	9	9	547	77	9	61	21	9	547	66	12	52	24	12	546
C. one to two hours	20	1	4	15	58	8	31	2	8	546	20	4	58	31	8	546	26	12	55	23	11	547
D. more than two hours	1	0	0	0	0	0	0	1	100	524	1	0	0	0	100	524	2	9	37	25	29	539
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	32	3	7	28	68	7	17	3	7	548	32	7	68	17	7	548	38	16	56	19	8	549
B. They match some of what I have learned.	57	6	8	42	58	18	25	7	10	546	57	8	58	25	10	546	48	9	53	26	12	545
C. They match just a little of what I have learned.	8	1	10	4	40	3	30	2	20	543	8	10	40	30	20	543	10	6	37	32	24	539
D. There is no match.	3	0	0	1	25	3	75	0	0	542	3	0	25	75	0	542	3	3	24	29	45	532
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	20	3	12	19	73	4	15	0	0	553	20	12	73	15	0	553	31	24	54	14	8	552
B. good	53	7	10	39	57	18	26	5	7	547	53	10	57	26	7	547	47	8	55	25	12	545
C. fair	24	0	0	17	55	8	26	6	19	542	24	0	55	26	19	542	19	2	43	35	20	539
D. poor	2	0	0	1	33	1	33	1	33	535	2	0	33	33	33	535	3	1	26	38	36	533
<b>How difficult was the mathematics part of this test?</b>																						
A. harder than my regular schoolwork	16	1	5	10	50	6	30	3	15	544	16	5	50	30	15	544	18	5	42	30	22	540
B. about the same as my regular schoolwork	71	7	8	53	58	23	25	9	10	546	71	8	58	25	10	546	66	11	55	23	11	547
C. easier than my regular schoolwork	13	2	12	13	76	2	12	0	0	554	13	12	76	12	0	554	17	20	51	19	10	549
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	23	1	3	18	60	7	23	4	13	545	23	3	60	23	13	545	21	10	48	26	16	544
B. two or three days a week	47	5	8	40	66	12	20	4	7	548	47	8	66	20	7	548	36	13	54	23	10	547
C. two or three times each month	17	2	9	11	50	7	32	2	9	544	17	9	50	32	9	544	27	12	54	23	11	547
D. never or almost never	12	2	13	7	44	5	31	2	13	546	12	13	44	31	13	546	15	10	49	25	16	544
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	1	0	0	0	0	1	100	0	0	540	1	0	0	100	0	540	7	12	44	25	19	543
B. two or three days a week	13	0	0	9	53	5	29	3	18	542	13	0	53	29	18	542	30	13	53	23	11	547
C. two or three times each month	37	3	6	28	60	10	21	6	13	545	37	6	60	21	13	545	34	12	54	23	10	547
D. never or almost never	49	7	11	39	62	14	22	3	5	549	49	11	62	22	5	549	29	9	50	25	16	544
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	5	0	0	1	17	4	67	1	17	535	5	0	17	67	17	535	7	7	40	25	28	539
B. 30–45 minutes	22	3	11	15	54	6	21	4	14	547	22	11	54	21	14	547	31	7	49	29	15	543
C. 45–60 minutes	58	5	7	48	64	16	21	6	8	547	58	7	64	21	8	547	40	12	55	23	10	547
D. more than 60 minutes	16	2	10	12	60	5	25	1	5	548	16	10	60	25	5	548	23	18	54	19	9	549
<b>Optional school/SAU question</b>																						
A.	100	0	0	1	100	0	0	0	0	544	100	0	100	0	0	544						
B.	0										0											
C.	0										0											
D.	0										0											

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N = Number

# ELA-WRITING RESULTS

Test Date: March 2008  
Grade: 5  
SAU: MSAD 15  
School: Burchard A Dunn School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s response demonstrates the skillful ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 561–580)	2005-2006 2006-2007 <b>2007-2008</b> Cum. Total*	4 1	3 1	4 1	3 1	260 46	2 0
<b>Meets the Standards</b> – The student’s response demonstrates the ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 541–560)	2005-2006 2006-2007 <b>2007-2008</b> Cum. Total*	73 48	59 37	74 48	60 37	7844 6041	56 43
<b>Partially Meets the Standards</b> – The student’s response demonstrates inconsistent ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 521–540)	2005-2006 2006-2007 <b>2007-2008</b> Cum. Total*	43 78	35 60	43 78	35 60	5365 7330	38 52
<b>Does Not Meet the Standards</b> – The student’s response demonstrates limited ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interferes with understanding. (scaled score 500–520)	2005-2006 2006-2007 <b>2007-2008</b> Cum. Total*	3 4	2 3	3 4	2 3	524 555	4 4

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Total Writing (Standards F &amp; G)</b>	20	100	10.5	52.5	10.5	52.5	10.7	53.5
<b>Stylistic and Rhetorical Aspects of Writing (Standard G)</b>	12	60	5.5	45.8	5.5	45.8	5.6	46.7
<b>Standard English Conventions (Standard F)</b>	8	40	5.0	62.5	5.0	62.5	5.1	63.8

The MEA assesses students’ writing skills through their responses to one common prompt. The goal is to provide an opportunity for students to write a narrative response. Content standards F and G are defined in Maine’s 1997 *Learning Results* which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# ELA-WRITING RESULTS

## (CONTINUED)

Test Date: March 2008  
Grade: 5  
SAU: MSAD 15  
School: Burchard A Dunn School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	131	1	1	48	37	78	60	4	3	537	131	1	37	60	3	537	13972	0	43	52	4	538
<b>Ethnicity</b>																						
African American/Black	1										1						382	0	31	57	11	534
American Indian or Native Alaskan	0										0						116	0	28	66	6	534
Asian or Pacific Islander	1										1						196	2	55	42	2	541
Hispanic	1										1						170	0	29	62	9	535
Caucasian/White	128	0	0	47	37	77	60	4	3	537	128	0	37	60	3	537	13108	0	44	52	4	538
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	21	1	5	2	10	15	71	3	14	531	21	5	10	71	14	531	2372	0	12	72	16	529
No	110	0	0	46	42	63	57	1	1	538	110	0	42	57	1	538	11600	0	50	48	1	539
<b>Current LEP</b>																						
Yes	0										0						319	0	30	58	12	533
No	131	1	1	48	37	78	60	4	3	537	131	1	37	60	3	537	13653	0	44	52	4	538
<b>Economically disadvantaged</b>																						
Yes	39	0	0	11	28	26	67	2	5	534	39	0	28	67	5	534	5435	0	32	61	7	535
No	92	1	1	37	40	52	57	2	2	538	92	1	40	57	2	538	8537	0	50	47	2	539
<b>Migrant</b>																						
Yes	0										0						5	0	40	60	0	538
No	131	1	1	48	37	78	60	4	3	537	131	1	37	60	3	537	13967	0	43	52	4	538
<b>Gender</b>																						
Female	62	0	0	31	50	31	50	0	0	541	62	0	50	50	0	541	6750	1	55	43	2	540
Male	69	1	1	17	25	47	68	4	6	533	69	1	25	68	6	533	7222	0	33	61	6	535
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	14	0	0	1	7	13	93	0	0	532	14	0	7	93	0	532	1745	0	26	69	5	534
No	117	1	1	47	40	65	56	4	3	537	117	1	40	56	3	537	12227	0	46	50	4	538
<b>Gifted/talented program</b>																						
Yes	10	1	10	8	80	1	10	0	0	551	10	10	80	10	0	551	464	2	74	23	0	545
No	121	0	0	40	33	77	64	4	3	536	121	0	33	64	3	536	13508	0	42	53	4	537

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA–WRITING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 5

SAU: MSAD 15

School: Burchard A Dunn School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	2	0	0	1	33	2	67	0	0	536	2	0	33	67	0	536	5	0	29	57	14	533
B. less than one hour	77	0	0	36	36	60	61	3	3	537	77	0	36	61	3	537	66	0	44	52	3	538
C. one to two hours	20	1	4	10	38	15	58	0	0	537	20	4	38	58	0	537	26	0	45	52	3	538
D. more than two hours	1	0	0	0	0	1	100	0	0	522	1	0	0	100	0	522	2	0	28	60	12	533
<b>Which of the following best describes how you rate yourself as a writer?</b>																						
A. very good	16	1	5	11	52	9	43	0	0	542	16	5	52	43	0	542	25	1	54	42	3	540
B. good	56	0	0	26	36	45	63	1	1	537	56	0	36	63	1	537	50	0	46	51	3	538
C. fair	24	0	0	10	32	20	65	1	3	535	24	0	32	65	3	535	22	0	29	65	6	535
D. poor	4	0	0	0	0	4	80	1	20	529	4	0	0	80	20	529	3	0	18	63	19	530
<b>How difficult was the writing part of this test?</b>																						
A. harder than my regular schoolwork	12	0	0	1	7	14	93	0	0	533	12	0	7	93	0	533	14	0	33	56	10	535
B. about that same as my regular schoolwork	76	1	1	38	39	56	58	2	2	537	76	1	39	58	2	537	65	0	45	52	3	538
C. easier than my regular schoolwork	12	0	0	7	47	7	47	1	7	538	12	0	47	47	7	538	21	0	45	51	4	538
<b>Optional school/SAU question</b>																						
A.	100	0	0	0	0	1	100	0	0	528	100	0	0	100	0	528						
B.	0										0											
C.	0										0											
D.	0										0											